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ABSTRACT

This manual is addressed to providing high school students with daily living skills they will need in modern urban settings. Individual lesson plans for teachers are accompanied by simply worded instructional materials. Students are presented with problem solving exercises in such areas as: (1) self awareness; (2) communication; (3) money, income, and work; (4) consumerism; and (5) making use of transportation and other resources, particularly in New York City. (Author/GC)

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SURVIVAL SKILLS

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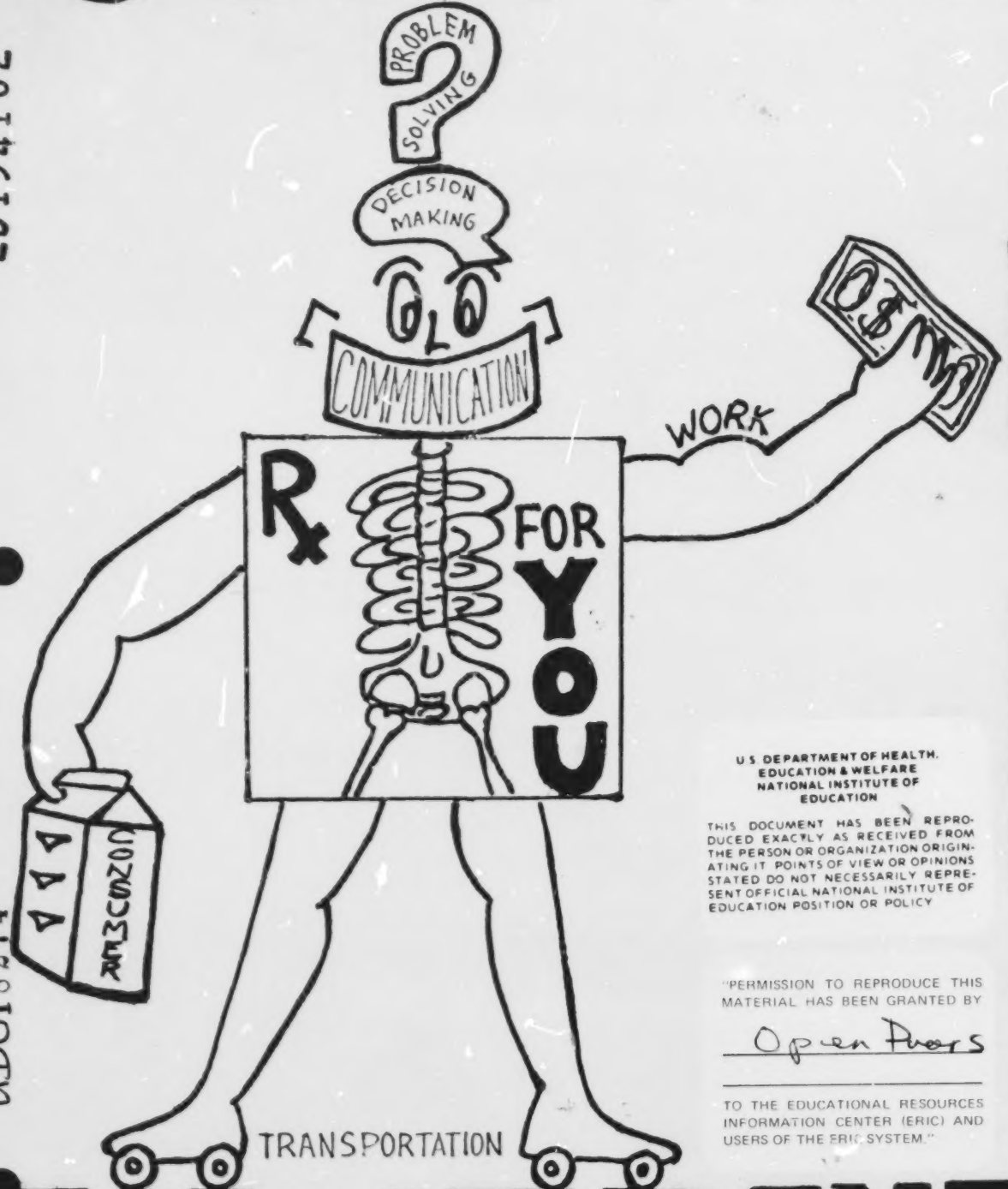

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FOR STUDENTS

EXPERIMENTAL MATERIALS

SURVIVAL SKILLS FOR STUDENTS

BY

JERRY BLUMENGARTEN JHS 166K

CONSULTANTS

Herman Arthur
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EXPLORING THE WORLD OF WORK
An Urban Studies Curriculum

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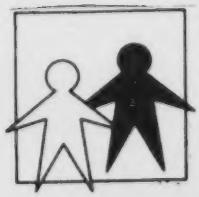

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ARNOLD WEBB
EXECUTIVE DIRECTOR

September 30, 1977

Dear Colleague:

It is extremely important that while attempting to provide students with the latest developments in specialized subject areas, we do not neglect those basic skills necessary for modern urban living which we, as adults, take for granted. The material prepared by Mr. Jerry Blumengarten, teacher at Junior High School 166 in Brooklyn, has ably addressed itself to the problem of helping students learn and practice these basic skills. An Open Doors curriculum development project, Survival Skills, provides teachers with lesson plans accompanied by simply-worded, clearly presented, instructional materials. Students are given problem-solving exercises in such areas as using public transportation, calling the appropriate city service agency, evaluating merchandise, and practicing interpersonal communication skills. Many of these materials will be valuable for elementary and intermediate school age students as well as prospective high school graduates.

We welcome your reactions to these materials which have been distributed to you on an experimental basis.

Very truly yours,

Charlotte Frank

Charlotte Frank
Unit Head
Curriculum Planning and Policy Unit

CF:gb

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Worksheets for students are on the right-hand side, lettered a.
Teacher guide sheets are on the left-hand side of the booklet.

SURVIVAL SKILLS FOR STUDENTS

How many of your students are adequately prepared to function in the real world? Most young people as they approach high school graduation are unprepared for the realities of what comes next. Survival Skills for the Student provides practical education for living in a constantly challenging and changing world.

The section Myself has the student: prepare a fact sheet, determine how to best use time, make decisions, see his dependence on others and find out how to relate to others. This part is an essential beginning because the student finds out who he or she is and learns how to improve or change for the better. Students must be able to identify their own needs, feelings and interests. They must also recognize that others have feeling that must be taken into consideration. Communicating is important to our lives and essential to the learning process.

Money, Income and Work will help young people better understand their own values and future career goals. They learn: to budget, what job skills they have and those they need to develop, how to prepare for summer employment, the meaning of numbers, the probability of getting the job they want and the way in which they view the work world.

As Consumers, the youth of today who are the adults of tomorrow, must survive in a marketplace that is increasingly complex and one that presents many alternatives. They must be aware of ways to get the most out of their purchasing power and to avoid being taken advantage of.

Young adults are being faced with a myriad of problems they must be able to solve. They must learn how to handle decision-making tasks. Getting Around Town presents the student with adult situations to handle. They are asked to: find out the best way to go about renting an apartment, make decisions concerning loans to people in need, find their way around the city and where to get help for local problems.

Throughout this curriculum real-life tasks are performed by the student. It is impossible to cover all the survival skills one must learn but this is a first step. It is an important beginning for the student who is about to embark on adulthood.

I.

MYSELF

MY FACTS

Aim: What use is my fact sheet to me?

Motivation: When you fill out a sheet of this nature--you're answering part of a question, "Who are you?" Who would want to know this and why?

If students can't come up with situations the teacher can suggest some such as:

summer job
volunteer work
high school and college applications
bank job
post office
credit card application
passport application
citizenship
voting
pension or other benefits
landlord
army
state lottery

Why in each of the situations is personal data needed?

Suppose you put down an incorrect telephone number?
What are some other bad things that can happen?

Confusion of identity - How can this happen? How can you prevent this from happening?

Suppose you lie on an application - What might happen?

Confusion of identities - Use telephone book to illustrate number of people with the same names - How do we decide who's who? (Illustration about wrong persons)

Would you feel uneasy about giving out any of this information?

(Use illustration about taking money from bank and bank asking for a) father's name b) mother's maiden name)

MY FACTS

Date_____

INFORMATION ABOUT _____

DIRECTIONS: Read all of the following directions and tnen answer the questions.

1. Above the title, "Information About _____" write the date, then the month and year.
2. After the title, "Information About _____" print your first name capitalizing only the first letter. Then print your last name in capital letters.
3. On line Number 1, write out your complete address, including your zip code.
4. Leave line Number 2 blank.
5. On line Number 3 write the complete name and number of the school you now attend. Next to the name of the school write the grade you are now in and circle it.
6. On line Number 4 write the complete address of the school.
7. Do not write the telephone number of the school.
8. On lines six, seven and eight write the names of other schools that you have attended.
9. Write out your home address and zip code on line nine.
10. On line ten write out your social security number.
11. Write out your mother's full name at her birth (maiden name).

1. Address_____
2. Phone Number_____
3. School_____
4. Address_____
5. Phone Number_____
6. Your Other_____
7. Schools You_____
8. Attended_____
9. Home Address_____
10. Social Security _____
11. Mother's Name _____

TIME CLOCK

Aim: Why are clocks so important in our lives?

Launch: You wake up in the morning and all the clocks have stopped. What effect will this have on your day? What effect will this have on all the people in school? What effect will this have on members of your family, your friends?

Write down the effects of a stoppage of all clocks on the following:

stores
TV schedules
movies
ballgames

How many laws are there that deal with time?

Explain how the following things deal with time:

time zones
eight-hour work day
parking rules
election (polling place) hours
police shifts
school day
marriage rules
library hours
drinking limit
being a minor (under the age)

How much time during a typical day do you plan for yourself?

How much time during the day is planned for you by others?

If time is so valuable and so important how can you make the most of it?

WHAT DO YOU DO WITH TIME NOW? DO THE EXERCISE BELOW

Interpret sayings about time:

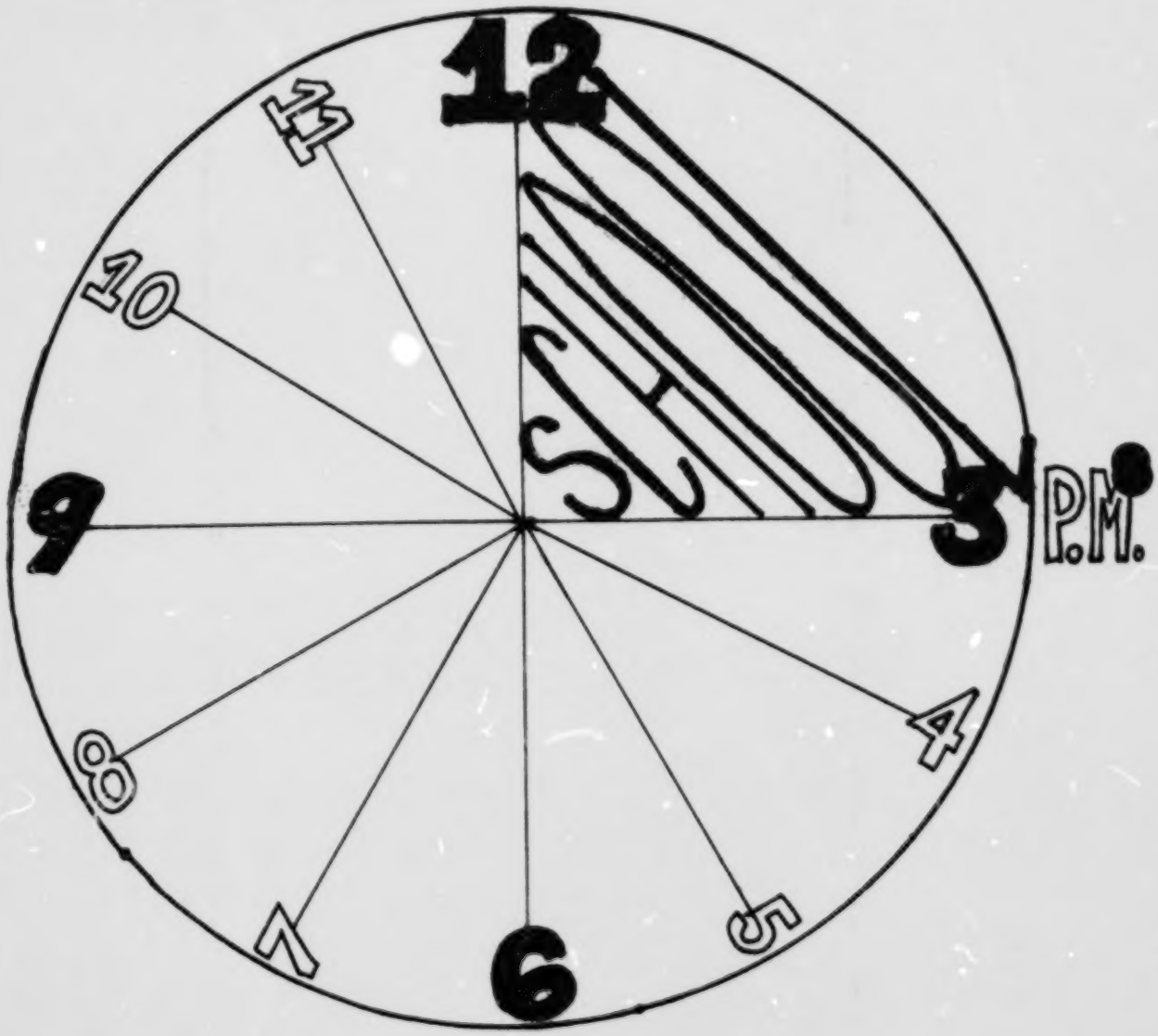
Time is money
My time is your time
Time flies
Time waits for no one
If you've got the time, I've got the place
Time on my hands
Time is on my side
There's a time and place for everything

Follow-up: Why do we need to know day of the week? What good is a calendar?

TIME CLOCK

AFTER-SCHOOL ACTIVITIES

Fill in the time clock listing all of your main activities for each hour, from the time you get home until you go to sleep.



1. Where would you want to spend more time?
2. What would be your dream way of dividing the day?

2a

DECISIONS

Aim: Why do you decide to do what you do?

Motivation: Do the Exercise Number 2. When you make up your mind to do something on the list which of the following helps you decide?

a) What's best for me

b) What my parents want me to do

c) What my friends say

d) What I saw on television

e) What I would enjoy most at the moment

f) How it will affect my future

g) How the toss of a coin falls

Summary: Go back and do the Decisions page again. Have you changed your mind about your decision? Are you doing the same thing but for different reasons?

DECISIONS

WHICH WOULD YOU CHOOSE?

1. You were just offered a ticket to a concert given by your favorite group but you have an important test the next day. Would you go to the concert or stay home and study for the big test?

2. Would you take a job that pays a lot of money now but with little chance of advancement or a job that pays a little money in the beginning but with a pretty good chance of earning more later?

3. Should you BUY NOW - PAY LATER or SAVE NOW - BUY LATER?

   a) A car (you could take public transportation to work)
   b) A house (you are planning to start a family)
   c) A washing machine (the laundromat is five blocks away)

ARE YOU INDEPENDENT?

Aim: Can people survive without help from others?

Pre-motivation: Define independence and dependence.

Motivation: Everyone has had the feeling that he or she would like to leave home and be by themselves - but few go for a long time. Why not?

What reasons can you give why people live with other people?

One of the worst ways to punish someone in prison is to put the person in solitary confinement (explain it). Why is this form of punishment so terrible?

How long could you go without talking to someone? See how long you could go before you communicated with someone.

Does a baby have any independence? Are you more independent now than you were in the first grade? Sixth grade? How much more independent do you expect to become? When?

Is being dependent on others good or bad?

Follow-up: 1. Use the chart

2. Describe as many ways as possible that we depend on people we don't even know and never met for things that we need.

4

ARE YOU INDEPENDENT?

	I DO IT MYSELF (HOW)	I NEED HELP (FROM WHOM)
BUY CLOTHES		
SHOP		
SCHOOL SUPPLIES		
BICYCLE		
COOK		
WASH DISHES		
DO HAIR		
DO HOMEWORK		
PICK OUT CLOTHES FOR THE MORNING		

SURVIVAL SKILL/OPEN DOORS/1977

YOU WANT TO GO TO THE MOVIES. YOUR FRIENDS WOULD RATHER PLAY BASKETBALL. WOULD YOU:

a) PLAY BASKETBALL WITH YOUR FRIENDS?
b) GO TO THE MOVIES?
c) TRY TO GET YOUR FRIENDS TO GO TO THE MOVIES WITH YOU?
d) OR?.....

YOU WANT TO BUY A NEW PAIR OF SNEAKERS. WOULD YOU:

4a

a) TAKE YOUR BEST FRIEND ALONG TO HELP YOU DECIDE?
b) GET THE SNEAKERS YOUR MOTHER LIKED?
c) GO SHOPPING ALONE?
d) OR?.....

HOW WELL DO YOU GET ALONG WITH OTHERS?

Aim: Can you handle yourself with other people in different situations?

Launch: Complete the chart. The chart asks you to show what you would do under different circumstances.

Which is a good policy to follow in dealing with people?

"Never take a backward step."
"Sometimes you have to take a backwards step."
"You can catch more flies with honey than vinegar."

Analyze responses to situations on the chart.

Role play some of the situations on the chart. (Make up your own situations and then act them out).

What makes some people more popular and more successful in dealing with others?

In dealing with other people do we behave the same way in different places (school, playground, home)?

Follow-up: a) Keep a one-day record of your actions in dealing with other people.

b) Write a skit describing a ticklish situation between two students.

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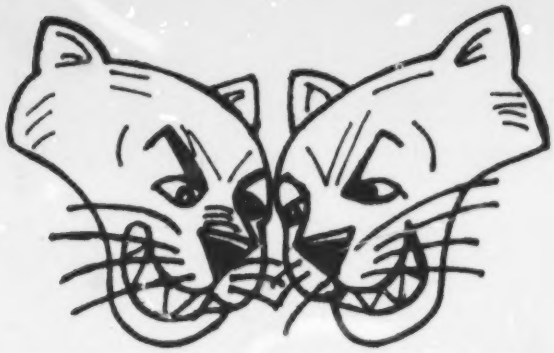


HOW WELL DO YOU GET ALONG WITH OTHER PEOPLE ?

HOW WOULD YOU HANDLE THE FOLLOWING SITUATIONS?

1. Someone comes to you on the street and tries to sell you a digital watch.

2. A person says something bad about your mother.

3. You hear someone watching television in the living room and you were supposed to be the only one in the house.

4. An adult tells you not to walk on her lawn.

5. The man has come to repossess your new stereo and color TV, and you know your mother sent the check, but she's not at home now.

5a

II.

COMMUNICATING

COMMUNICATION IN YOUR LIFE

Aim: How many different ways do we send messages to people?

Launch: Everyone knows that we communicate with speech. Today we're going to have a three-minute period of silence. How can we start the lesson without talking? Use non-verbal forms of communication to show students that there are other methods of getting and receiving messages.

1. If using a book, teacher let students know what page of the book and what to do using different ways:

   a) writing on the board

   b) mime

   c) going around the room and demonstrating

2. How would you handle the following situations without talking?

   a) student wants to let a friend know he will meet her after school

   b) student wants to borrow money

   c) student wants to know about next homework assignment

   d) student wants pass to the nurse's office

3. How would you handle the following communication problems that occur outside?

   a) a traffic cop directing cars to turn left

   b) the third base coach who wants his runner to steal second base in baseball

   c) the administrator in a hospital wants to keep all unauthorized people out of the X-ray laboratory

   d) student wants to send Season Greetings to cousins in North Carolina

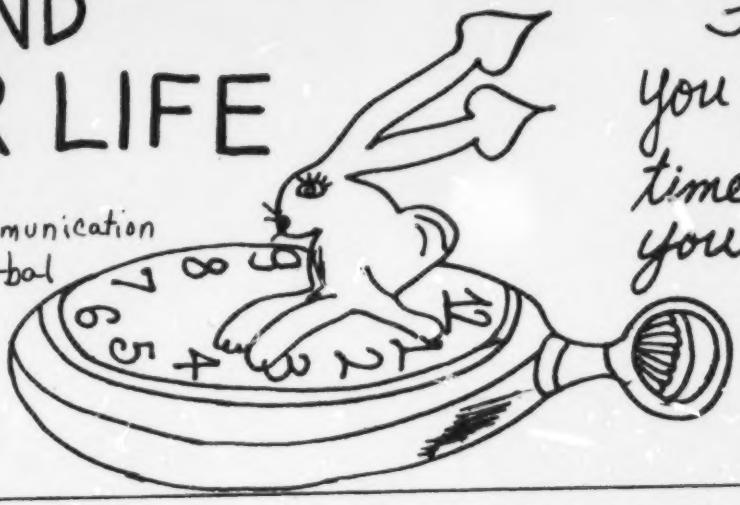
Follow-up: a) Watch a half an hour television show and list all the forms of communication on the program.

b) Play a game of charades in the classroom.

6

COMMUNICATION AND YOUR LIFE

*Remember, communication is not only verbal



From the minute you get up to the time you go to sleep you Communicate and are communicated to.

MAKE A LIST OF ALL THE MEANS OF COMMUNICATION YOU USED TODAY

Method of Communication	Person Involved	Why You Communicated?	Result

EXPRESS YOURSELF

Aim: When should we try to control our behavior?

Launch: A popular book of the 1960's was called Do It. The writer's message was "do whatever you feel like doing, whenever you feel it." Would you agree or disagree?

You are angry at someone and feel like telling them off. Does the place where you are at (school, home, church, ballpark) make a difference as to whether you do it?

Does the person or do the people you are with make a difference? (Example: parents, friends, brothers or sisters, older or younger, your employer, strangers, other adults, police)

Is letting people know exactly how you feel inside the best way to behave - at all times? Some of the time? Never?

Which is more important - not to hurt someone else's feelings or not to hide your own feelings?

Someone once said, "we wear a lot of disguises in getting along with people, and in getting what we want." What does it mean? Do you agree?

Follow-up: List the different roles that you perform in one day. Do you act in the same way in each role? Explain.

EXPRESS YOURSELF

Your emotions tell people a lot about you. How would you act in the following situations?

① You just passed a test you thought you failed.

② They are playing your favorite record on the radio.

③ Someone just hit you on your sore back.

Draw your own faces showing different emotions.

④ You dialed a wrong number.

⑤ A dog is about to bite you.

⑥ You forgot your sneakers for gym.

⑦ You appreciate the help someone gave you.

⑧ You don't understand this exercise.

HOW CAN YOUR EMOTIONS: HURT YOU? HELP YOU?

SURVIVAL SKILLS/OPEN DOORS/1977

TELEPHONE COMMUNICATION

Aim: How can we make the best use of telephones?

Launch: Suppose a hurricane strikes New York City and knocks out the telephone system for a week. How would you and your family be affected?

1. Suppose you wanted to call someone. What would you have to do instead?

2. There is an emergency in the family and you have to reach your aunt. What would you do?

3. The school counselor has to contact your parent about your high school or college choice. The deadline for submission is the following day. What can the counselor do?

   The phone service comes back on. The counselor calls your parent. Have the students role play the situation. How do you make sure that the message is clear?

Use the telephone communication quiz sheet for skills in using the telephone.

Follow-up: 1. Investigate how much it costs to use the telephone:

   a) What is a message unit? How much does it cost?

   b) What are the charges for a long distance call from Brooklyn to Charlotte, North Carolina?

   c) When is the cheapest time to make a call (long distance and local)?

   d) What are other ways of saving money when using a telephone?

2. Why would the phone be important to the following people?

   a) landlord

   b) dentist

   c) storekeeper

   d) newspaper reporter

   e) salesperson

TELEPHONE COMMUNICATION

1. What skills do you need
   a) to answer a telephone
   b) to make a telephone call
2. You want tickets to see the "Wiz" - Plan a call to the theater asking for tickets.
3. Imagine you are in charge of your school's telephone. What information would you have to know?
   a) A parent calls and wants to speak to her child.
   b) A person calls and wants to know how to reach the school by public transportation.
4. You are bored and want to end a conversation - How would you do it?

III.

MONEY, INCOME AND WORK

MY INCOME VERSUS MY EXPENSES

Aim: How can we plan our spending?

Launch: Did you ever borrow money and have trouble paying it back? Why did you have to borrow in the first place. How did you get out of your problem?

1. When you want to buy something, should you borrow or wait until you save the cash?

2. Do you buy only what you <u>need</u> or what you <u>want</u>?

3. When people need more money to pay for things they want, how can they get it?

4. Which is easier, making more money or spending less?

5. Explain the following situations after reading the facts:

   a) Income $100 a week
      Expenses $90 a week
      Result - Happiness

   b) Income $100 a week
      Expences $105 a week
      Result - Misery

Summary: A budget is a way of keeping income ahead of expense. How would you keep track of both?

MY INCOME vs. MY EXPENSES

AMOUNT	HOW OBTAINED
TOTAL INCOME	

AMOUNT PAID	PURCHASE OR SERVICE USED	WAS IT NECESSARY? WHY?
TOTAL EXPENSES		

1. At the end of one week are your expenses more than your income or are you able to save some money?
2. How can you raise your income?
3. How can you cut down on your expenses?
4. How can you save more money?

9a

FIVE WAYS TO EARN A QUICK $5

Aim: How many ways can students earn money?

Launch: You need $5 and find nobody will give you money, or lend it to you. How would you get it on your own?

Activity: Do the sheet entitled, 5 Ways to Earn a Quick $5.

Questions:

1. If you were hiring somebody to do one of the jobs on your list, what type of person would you look for?
2. How would you go about getting one of the jobs on your list?
3. How could you work and keep up with school at the same time?
4. Why do teenagers have more trouble getting jobs than older people?
5. If you had a temporary job and went looking for another one, how could the first job help you find a second one?

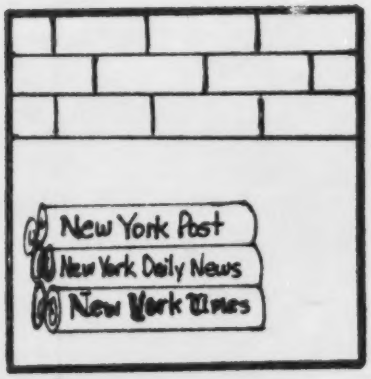
Follow-up: Make up a resume (poster or letter) trying to sell yourself to an employer.

Reference: Bread & Butterflies

5 WAYS TO EARN A QUICK $5.00

Babysitting

Selling refreshments



Delivering newspapers

Making deliveries

Pet-minding service

1. Choose one job and list all the things you have to be able to do for that responsibility.
2. Put them in order of preference.
3. What other ways can you think of to earn money in a short time?

THREE MORE WAYS TO EARN A QUICK $5.00

10a

SUMMER JOB HUNT

Aim: How do you go about getting a job?

Launch: Put yourself in the following situations:

a) you're over sixteen years old

b) last summer you just "hung out" and did nothing and you were bored. Everytime you wanted to do something you did not have the money.

c) this summer you have no plans yet of what you are going to do

d) school ends in four months

e) most of your friends know what they are going to do during the summer

f) you do not want to have another "boring summer"

WHAT SHOULD YOU DO, AT THIS POINT IN TIME, IN ORDER TO PLAN FOR A PROFITABLE SUMMER?

Try your luck at the Summer Job Hunt Game.

Is it easy to be a winner?

Make a check list of the steps that you have to follow in order to get a summer job. Tell a little about each step that you have to do.

List your skills and abilities.

How can references help or hurt you? Who would be your best references? List three possible references (remember you cannot use your relatives).

Follow-up: What is the purpose of social security.

SUMMER JOB HUNT

Directions: Flip a coin:
Heads : 1 move
Tails : 2 moves

START →	IF YOU HAVE A SOCIAL SECURITY NUMBER JUMP 2 SPACES IF YOU DON'T LOSE A TURN	FIND A JOB OPENING BUT YOU LOSE OUT BECAUSE YOU DON'T HAVE WORKING PAPERS	GET A DOCTOR'S CHECK-UP AND GET THE O.K. FOR A JOB. TAKE ANOTHER TURN	LOSE WORKING PAPER APPLICATION LOSE 1 TURN	SEARCH THE NEIGHBORHOOD FOR SUMMER JOB OPENINGS. WRITE LETTERS ASKING FOR A SUMMER JOB
USE YOUR SUMMER JOB SALARY TO BUY THE THINGS YOU WANT.					GET WORKING PAPERS IN SCHOOL JUMP TWO PLACES AND GOOD LUCK!
SPEND THE SUMMER ON THE BLOCK TRY YOUR LUCK NEXT SUMMER.					START TOO LATE GETTING WORKING PAPERS. WAIT HERE ONE TURN - PLAN AHEAD NEXT TIME. APR. MAY JUNE JULY
GET A SUMMER JOB JUMP TWO SPACES AND YOU WIN THE SUMMER JOB HUNT					OBTAIN THREE GOOD REFERENCES TO PUT ON YOUR RESUME.
PREVIOUS WORK EXPERIENCE AND GOOD SCHOOL SERVICE RECORD LOOKS GOOD ON YOUR APPLICATION.					MISPLACE NEWSPAPER AD FOR A SUMMER JOB - LOSE A TURN WHILE YOU TRY TO FIND IT.
ON THE BLOCK LOSE ONE SUMMER'S WAGES GO BACK TO START.	MAKE A GOOD IMPRESSION AT YOUR JOB INTERVIEW JUMP AHEAD TWO SPACES.	GIVE INCORRECT INFORMATION ON YOUR JOB APPLICATION AND GET CAUGHT LOSE TWO TURNS	COME LATE TO THE INTERVIEW AND THEN DO POORLY ANSWERING THE INTERVIEWERS QUESTIONS. LOSE 1 TURN		YOU NOW HAVE WORKING PAPERS AND YOU ARE SCHEDULED FOR AN INTERVIEW. GET READY! TAKE ANOTHER TURN.

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NUMBERS, STATISTICS

Aim: How do numbers play an important role in your life?

Launch: Make a chart of your numbers

1. age
2. year of birth
3. address
4. zip code
5. telephone number
6. area code
7. social security number

Answer the following questions:

a) How much did your sneakers cost?
b) What time is it?
c) Your allowance is _____ per _____.
d) How tall are you?

Make a list of all the uses of numbers you can think of.

What would happen if we took away:

1. All the room numbers in school?
2. House numbers on a block?
3. Telephone numbers in a city?
4. Social security numbers from people?
5. Prices of canned goods in the supermarket?
6. License plate numbers on cars, buses and trucks?
7. Cost of share of a company traded on the Stock Exchange?

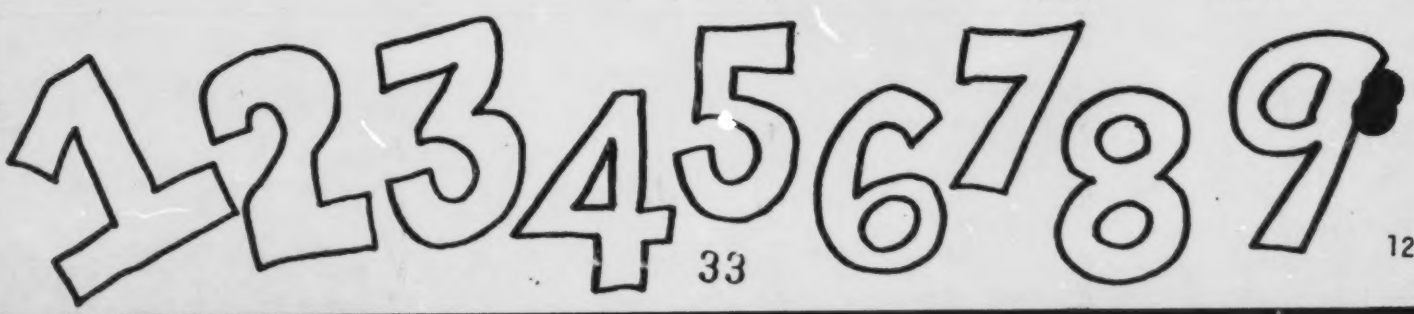
Follow-up:
1. Convert your height and weight into metric measurements.
2. What is today's temperature in fahrenheit and celsius?
3. Using your imagination and information you learned from the exercises, make up A NUMBERS GUIDE FOR MY SCHOOL.

NUMBERS

DIRECTIONS: Use the library to help you answer the following questions.

1. Many people have attempted solo flights of the Atlantic Ocean. How many people are in a solo attempt?_____
2. The number of performers in a duet is_____
3. A trio is composed of _____ performers.
4. How many sides does a square have?_____
5. In basketball the New York Knicks have _____ starting players.
6. Your telephone number has _____ digits.
7. How many numbers are there in a social security number?_____
8. What is the number of United States Supreme Court Justices?_____
9. The Pittsburgh Steelers football team has _____ men on defense.
10. How many students are in your class today? _____ What is your class register? ____
11. How many presidents has the United States had?_____
12. There are _____ United States Senators.
13. What is the number of students in your school? _____
14. About how many people can Madison Square Garden hold for a basketball game? _____
15. What is the capacity of Shea Stadium? _____
16. New York City has a population of _____ people?
17. The population of the United States is approximately _____
18. How many people are there in the U.S.S.R.? _____
19. In India there are about _____people?
20. The People's Republic of China has a population of about _____
21. What is the approximate population of the world? _____

SURVIVAL SKILLS/OPEN DOORS/1977



WHAT ARE YOUR CHANCES OF MAKING IT TO THE PROS?

Aim: How can you improve your chances of being successful in getting the job you want?

Launch: Read the following quotation and answer the questions that follow it:

"If you think you are beaten, you are
If you think you dare not, you don't
If you'd like to win but can't
It's almost certain you won't
Life's battles don't always go to the
Stronger or faster person
But sooner or later the person who wins
Is the person who thinks he or she can."

Anon

1. What title would you give this passage?
2. Do you agree or disagree with the message in the passage? Explain.
3. Can you succeed in life without the basic skills?
4. Explain the importance of the following in getting ready for a job:

   Confidence

   Setting of a goal

   Preparation

   Availability of jobs

   Experience

Match the factor that would keep the person from getting a job no matter how hard he or she had tried. (You may use the factors more than once)

JET PILOT	TONE DEAF
PRO BASKETBALL CENTER	FAINTS AT THE SIGHT OF BLOOD
SINGER	FIVE FEET NINE INCHES TALL
POLICE PERSON	FEAR OF HEIGHT
DOCTOR	FIVE FEET TALL
LIFEGUARD	EYEGLASSES (POOR VISION)
ARCHITECT	NOT INTERESTED IN MATHEMATICS

PRO (N.B.A.) WHAT ARE THE CHANCES OF MAKING IT TO THE PROS?

DIRECTIONS: STUDY THE CHART AND ANSWER THE QUESTIONS THAT FOLLOW.

200,000	-	high school seniors play basketball
5,000	-	last until the senior year of college
211	-	are drafted by the professional leagues
55	-	get signed contracts

1. What is a good title for the chart?

2. In basketball, the odds are 36,000 to 1 that you will make it to the pros. Do you think that these are good odds for you to take for a job?

WHAT ARE YOUR CHANCES OF GETTING THE JOB YOU WANT?

List your five DREAM JOBS	Why would you want these jobs?	What are the chances of getting these jobs?
What five jobs are the easiest to get?	Why are these jobs more available than others?	What training is needed for these jobs?

13a

DO YOU UNDERSTAND THE SALES TAX?

Aim: Why do we pay taxes?

Launch: The price tag on a pair of sneakers says $19.98 and you have a $20 bill. When you go to pay for the sneakers the clerk says you have to pay $21.58. Why did you have to pay more than what was on the price tag?

What happens to the extra $1.60 that they collected from you? How is it spent?

Why does the government collect taxes?

How might this benefit you?

Do you think the sales tax is good or bad?

How else might the government raise money?

Which of the following are taxed?

a) wages (your earnings)
b) cigarettes
c) buildings and stores
d) schools
e) churches
f) ballparks
g) gasoline
h) public libraries
i) train tickets
j) highways and bridges
k) OTB and the racetrack

Fill in the sheet: Do you understand the Sales Tax?

Follow-up:

Keep track of how much sales tax you pay in a week.

Name five ways your neighborhood is helped by taxes.

Tax Money Helps Build / Tax Money Helps Improve / Tax Money Helps to Run

DO YOU UNDERSTAND THE SALES TAX?

SURVIVAL SKILLS/OPEN DOORS/1977

1. Are groceries, meats, vegetables or dairy products taxable?

2. What types of food and beverages are taxable?

3. Is clothing taxable?

*Answers are on the bottom of the sheet

ST-110.8 (7/74)
N.Y. State Department of Taxation and Finance - Sales Tax Bureau

8% SALES AND USE TAX COLLECTION CHART **8%**

Amount of Sale	Tax to be Collected	Amount of Sale	Tax to be Collected
$0.01 to $0.10	None	$5.07 to $5.18	$.41
.11 to .17	1¢	5.19 to 5.31	.42
.18 to .29	2¢	5.32 to 5.43	.43
.30 to .42	3¢	5.44 to 5.56	.44
.43 to .54	4¢	5.57 to 5.68	.45
.55 to .67	5¢	5.69 to 5.81	.46
.68 to .79	6¢	5.82 to 5.93	.47
.80 to .92	7¢	5.94 to 6.06	.48
.93 to 1.06	8¢	6.07 to 6.18	.49
1.07 to 1.18	9¢	6.19 to 6.31	.50
1.19 to 1.31	$.10	6.32 to 6.43	.51
1.32 to 1.43	.11	6.44 to 6.56	.52
1.44 to 1.56	.12	6.57 to 6.68	.53
1.57 to 1.68	.13	6.69 to 6.81	.54
1.69 to 1.81	.14	6.82 to 6.93	.55
1.82 to 1.93	.15	6.94 to 7.06	.56
1.94 to 2.06	.16	7.07 to 7.18	.57
2.07 to 2.18	.17	7.19 to 7.31	.58
2.19 to 2.31	.18	7.32 to 7.43	.59
2.32 to 2.43	.19	7.44 to 7.56	.60
2.44 to 2.56	.20	7.57 to 7.68	.61
2.57 to 2.68	.21	7.69 to 7.81	.62
2.69 to 2.81	.22	7.82 to 7.93	.63
2.82 to 2.93	.23	7.94 to 8.06	.64
2.94 to 3.06	.24	8.07 to 8.18	.65
3.07 to 3.18	.25	8.19 to 8.31	.66
3.19 to 3.31	.26	8.32 to 8.43	.67
3.32 to 3.43	.27	8.44 to 8.56	.68
3.44 to 3.56	.28	8.57 to 8.68	.69
3.57 to 3.68	.29	8.69 to 8.81	.70
3.69 to 3.81	.30	8.82 to 8.93	.71
3.82 to 3.93	.31	8.94 to 9.06	.72
3.94 to 4.06	.32	9.07 to 9.18	.73
4.07 to 4.18	.33	9.19 to 9.31	.74
4.19 to 4.31	.34	9.32 to 9.43	.75
4.32 to 4.43	.35	9.44 to 9.56	.76
4.44 to 4.56	.36	9.57 to 9.68	.77
4.57 to 4.68	.37	9.69 to 9.81	.78
4.69 to 4.81	.38	9.82 to 9.93	.79
4.82 to 4.93	.39	9.94 to 10.00	.80
4.94 to 5.06	.40		

On sales over $10.00, compute the tax by multiplying the amount of sale by the applicable tax rate and rounding the result to the nearest whole cent.

EXAMINE THE SALES AND USE TAX COLLECTION CHART

QUESTIONS:

1. Your favorite candy bar cost .20, how much tax do you have to pay on it?

2. The bill at the restaurant you ate at is $5.89. How much tax should there be?

3. At the grocery check-out the total of your shopping bill comes to $14.28 without tax. What is the total you should pay including tax?

1. No, food for human consumption is not taxable.

2. Candy, confectionery, soft drinks, certain fruit drinks and all alcoholic beverages are taxable.

3. Yes, since clothing is tangible personal property, the purchase or rental of clothing is subject to the sales tax.

14a

HOW DO YOU SEE THE WORLD OF WORK?

Aim: Why do schools spend so much time on the "Three R's"?

Launch: Ever since going to school, teachers have been hammering at you about reading, writing and math. Examine the Jobs List and see how many ways these school subjects relate to the jobs.

Complete the exercise on the sheet. Explaine why you made the choices you did. How many of your choices have you already tried? How many have you tried on the list and disliked?

Follow-up:

1. Make a list of the skills that you need for the jobs that you chose. Organize the skills from the simplest to the most difficult.

2. What skills don't you have yet? Discuss this with others in the class who have made similar choices.

3. How do you think you will learn these skills? How long do you think it will take? Where can you learn them?

4. Would you rather learn skills in school or on the job? What are the advantages and disadvantages of each?

Which four of the jobs on the list are most important to the community? (Explain)
a) Are there any jobs on the list that are not important? Which ones and why?
b) Are the more important jobs more desirable? Why or why not?
c) Are there any jobs you won't try? Which? Why?
d) What makes one job more or less important than another?

Find out who does these jobs in the neighborhood. Interview or visit work sites.

Explain these terms:

Law of Averages

Survival of the Fittest

Precipitation Probability 30%

Read the biography of your favorite star (sports or entertainment, etc.). Find out how he/she made it. What preparation did they have to become successful?

Interview a person that has a job you would like to have in the future. Find out how he or she got the job. What preparation was needed?

HOW DO YOU THE WORLD OF WORK?

JOBS	WOULD YOU LIKE THIS JOB? (WHY OR WHY NOT?)	SCHOOL SUBJECTS THAT WOULD HELP YOU IN THIS JOB
Painting pictures		
Handling mail		
Making clothing		
Teaching children		
Playing music		
Lending money		
Acting in a play		
Preparing food		
Nursing patients		
Writing news		
Building houses		
Fixing power plants		
Running a house		
Typing letters		
Supervising a playground		
Putting out fires		
Cleaning up garbage		
Repairing a leak		
Driving a bus		
Loading a truck		
Trading goods		
Selling meat		
Chasing criminals		
WHAT OTHER JOBS WOULD YOU INCLUDE?		

IV.

CONSUMERS

CANDY STORE

Aim: How do we decide how to spend our money?

Launch:

1. You have a dollar to spend and you are hungry. How do you decide what you are going to buy?
2. What do you buy in a candy store?
3. What do you buy in a supermarket?
4. What influence do the following have on your purchases?
   a) your parents
   b) your friends
   c) television commercials
   d) salesperson in the store
   e) type of store (candy store, supermarket etc.)
   f) cost of the product
   g) convenience
5. What is your favorite food commercial on the television or on the radio? Explain why it is your favorite.
6. Are the products you buy good for you to eat? What do you think the following would say about the soda and candy that you eat?
   a) doctor
   b) dentist
   c) parent

Follow-up:

List all the brands of your favorite snack in the supermarket and the candy store. How many have you tried? Are the prices the same in different stores?

Study advertisements in the newspapers and commercials on the television.

Comparison shop in supermarkets and candy stores before you make your purchase.

Candy Store Favorites

NAME OF STORE WHERE PURCHASED:

NAME OF PRODUCT:

COST PER CAN OR BOTTLE:

QUANTITY (OUNCE, QUART):

INGREDIENTS:

REASONS WHY YOU BOUGHT THIS PRODUCT:

WHAT IS THE NAME OF YOUR FAVORITE CANDY BAR?

HOW MUCH DOES IT COST?

LIST THE THINGS THAT MAKE UP THE CANDY BAR.

WHAT IS THE NET WEIGHT OF THE CANDY BAR?

WHY DO YOU LIKE THIS CANDY BAR?

COMPARE PRICES OF OTHER PRODUCTS AND STORES

NAME OF PRODUCT	COST IN CANDY STORE	NET WEIGHT	CANDY STORE WHERE PURCHASE WAS MADE	SUPERMARKET PRICE

SURVIVAL SKILLS/OPEN DOORS/1977

SHOPPING FOR A TV

Aim: How can you get your money's worth?

Launch: One of the great satisfactions people have is "getting a bargain."

a) Why do you feel so good about buying something you want for less?

b) Do people even buy something they don't need just because they think they price is reduced? Is this really getting a bargain?

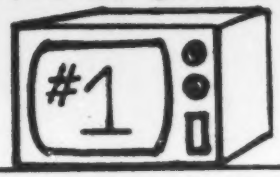
c) What do you have to know (or be able to do) to be successful at the buying game?

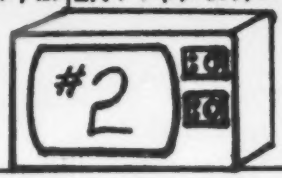
d) How can you avoid being "taken in" by a bargain sign?

Summary: Just as you buy one television set for yourself - a big store will buy hundreds of sets. Why would the store's buyer be a very well-paid person? What skills would he or she need?

Shopping for a television

GO TO A STORE AND COMPARE TWO TELEVISION SETS OF DIFFERENT MANUFACTURERS





SHOPPING LIST	T.V. SET #1	T.V. SET #2
1. List the full name and TV model		
2. Price for the television without extras		
3. Total price (including extras)		
4. List all the features included in the television set		
5. What are the extra features offered		
6. Can you buy the TV on credit? If so, what are the credit arrangements?		
7. How long is the guarantee for? What are the terms of the guarantee?		
8. Explain the installation, servicing, repairs and maintenance agreements		
9. Go to the library and check the frequency of repair and quality of the TV set in Consumer Reports		
10. Which TV set would you buy? Why?		

CHECK OUT SKILLS

Aim: How does an understanding of mathematics help you while shopping?

Launch: At the checkout counter should you:

a) line up your purchases in size order

b) look at the magazines and next week's specials

c) watch the cashier ring up each item and make sure it costs that much

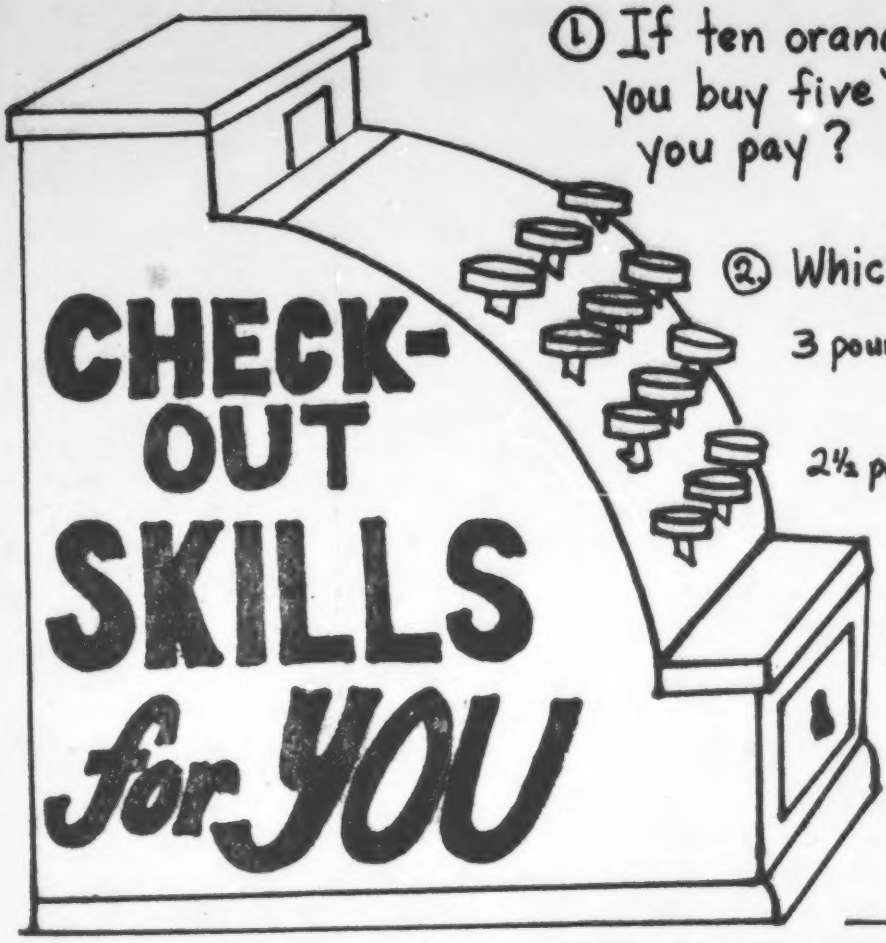
d) see how much money you have in your wallet

Explain why you would or would not choose each item.

Have the students work out the problems on the sheet. Discuss the answers and how they arrived at them.

There are four checkout lines. You get on the shortest line.

1. How do you decide which checkout line to get on?
2. Is the shortest line always the best?
3. Would you want a slow but accurate cashier or a fast and sloppy one? What is your ideal cashier like?
4. As a cashier how could you keep your boss and the customers happy?



CHECK-OUT SKILLS for YOU

① If ten oranges cost 98¢ and you buy five - how much should you pay?

② Which is a better buy?

3 pounds of peanut butter for $ 1.99

OR

2½ pounds of peanut butter for $ 1.29 ?

③ Which costs less?

1 pound of potatoes

or

1 pound of potato chips?

UNIT PRICE for the Smart Shopper

Compare the three brands of Corn Flakes. Which is the best buy?

	UNIT PRICE	YOU PAY
A	68.0¢ per lb.	51¢ — 12 ounces
B	73.3¢ per lb.	55¢ — 12 ounces
C	60.0¢ per lb.	45¢ — 12 ounces

SURVIVAL SKILLS/OPEN DOORS/1977

INSIDE THE SUPERMARKET

Aim: How can you become a wise shopper in a supermarket?

Launch: You were sent to the supermarket by your mother for six bananas, two quarts of orange soda, a pound of apples, two bags of garlic potato chips and two pounds of ribs. How would you shop for each of these? Which should you weigh? touch? check for freshness? pick and choose?

How does the storeowner get you interested in buying products?

Do you go to the store with or without a shopping list? Why?

Do you buy things that are not on your shopping list?

Why does the City of New York require that every supermarket have:

a) all the prices listed carefully

b) unit prices listed

c) customer scales

d) dating on foods

e) see-through meat packages

Follow-up: Prepare a guide, HOW NOT TO GET "RIPPED OFF" IN THE SUPERMARKET for shoppers.

INSIDE *The Supermarket*

WHERE ARE THE PRICES MARKED ?

a) _____

_____

b) _____

_____

GIVE TWO EXAMPLES. LIST THE NAME OF THE PRODUCT AND THE PRICE.

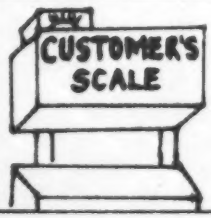
How do you know which items are **ON SALE** ? _____

What item did you find on sale? What is the usual price?

UNIT PRICING

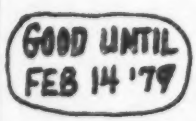
Look at the label posted near the product (usually found on the side of the shelf). The label gives the price per measure (pint, quart, pound etc.) COMPARE TWO BRANDS OF THE SAME PRODUCT HAVING THE SAME SIZE.

59¢ per lb.



Where is the customer's scale located?

Does the weight of a product you weigh on the customer's scale agree with the weight of the item?



What products have a date of freshness on them?

PRODUCT — DATE IT CAN BE USED UNTIL

JOBS IN THE STORE

List the different jobs involved in running a supermarket.

Which jobs can teenagers do?

SURVIVAL SKILLS/OPEN DOORS/1977

FOOD FROM THE FARM TO YOUR HOME

Aim: How much work does it take to put food on your table?

1. Look at the items in your refrigerator
   a) list six of the products
   b) how did they get into your refrigerator
   c) how did the food products get to the store

2. How did people get their food before there were supermarkets? (See: Open Doors 1976 Guide, p. 76, How Does Food Get to You)

3. Would it be cheaper
   a) to drive out to the country and pick your own apples
   b) buy seed, tools and fertilizer for your own vegetable garden
   c) get jars, sugar and fruit to make your own jams and preservatives
   d) make your own bread and cakes

Do you know anyone who does any of the above?

Why do people buy goods in stores rather than make it themselves?

Follow-up: Visit a food processing plant, ice cream factory, dairy or bakery.

FOOD from THE FARM TO YOUR HOME

The Food Highway

1. What jobs are in each part?

2. Show how each part of the food highway uses money.

20a

V

GETTING AROUND TOWN

HOW WELL DO YOU KNOW YOUR WAY AROUND N.Y.C.

Aim: Why is it important to know your way around New York City?

How do you get home after school?

a) walk

b) run

c) bicycle

d) bus

e) subway

f) car

g) other _____

What is the most economical way for you to travel to school?

What is your definition of transportation?

How many different types or methods of transportation are there? List them.

How many different reasons are there for people to travel around the city?

What is the difference between public and private transportation?

PUBLIC TRANSPORTATION PRIVATE TRANSPORTATION

What are the the advantages and disadvantages of public and private transportation?

Where can you obtain the following items?

a) map of the New York City Transit System (subway and bus)

b) a street map of the five boroughs of New York City

c) a road map of New York State

Follow-up activities:

Plan a trip to

a) Coney Island (Brooklyn)

b) Madison Square Garden (Manhattan)

c) Bronx Zoo (The Bronx)

d) Richmondtown Restoration Center (Staten Is.)

e) World Trade Center (Manhattan)

f) Flushing Meadow Park (Queens)

Put yourself behind the wheel. Draw in the driver.

HOW WELL DO YOU KNOW YOUR WAY AROUND N.Y.C.?

1. LIST FIVE WAYS TO GET FROM BROOKLYN TO MANHATTAN (WITHOUT SWIMMING)
   Hint: 3 bridges, 1 tunnel

2. NAME TWO WAYS TO GET TO STATEN ISLAND WITHOUT WALKING.

3. WHAT ARE FIVE WAYS TO GO FROM NEW JERSEY TO NEW YORK CITY WITHOUT SAILING?

4. HOW CAN YOU GET FROM QUEENS TO THE BRONX WITHOUT FLYING? PUT DOWN AT LEAST THREE DIFFERENT WAYS.

5. THERE IS A FREE CONCERT GIVEN BY YOUR FAVORITE ROCK GROUP AT THE SHEEP MEADOW IN CENTRAL PARK AND YOU WANT TO GO. EXPLAIN HOW YOU WOULD GET THERE FROM YOUR HOME.

SAFETY HELP

Aim: What can you do to protect yourself?

Launch: Ever since you were little your parents have told you that some things weren't safe and you shouldn't do certain things. Make a list of the things your parents told you.

Do you still follow these rules?

Which rules are the most important?

Have you added any rules of your own?

What are some of the precautions you take in school to protect your property? yourself?

Is there "safety in number"?

If you felt you were in danger who would you want nearby?

Name three calls (for each item) you would make in case of the following situations:

a) auto accident

b) street fight

c) water main break

d) heart attack

e) tree fell during a storm

f) explosion

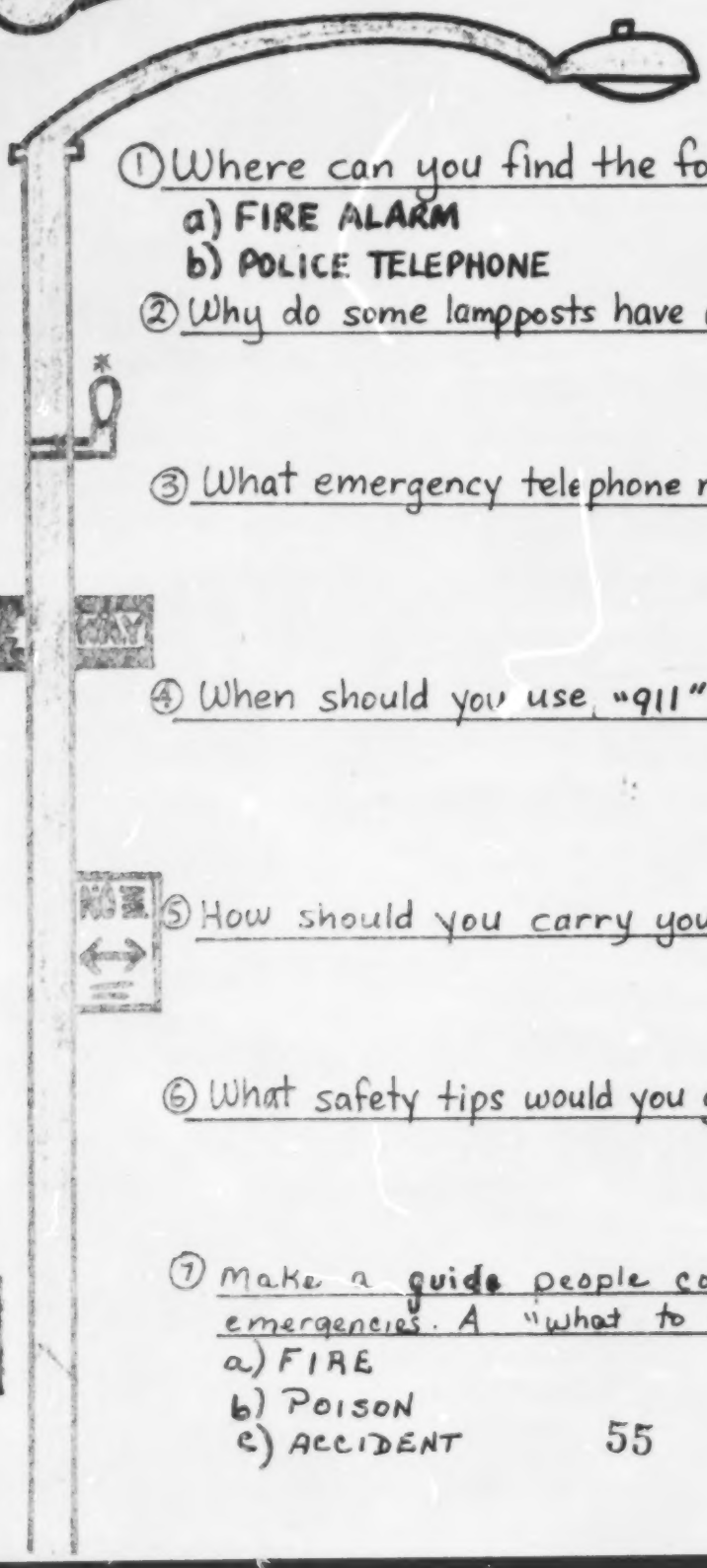
g) broken arm in gym

h) dangling electrical wire

What precautions do you take when going into a strange area?

Does your neighborhood have any citizen groups concerned with safety?

SAFETY HELP.



① Where can you find the following things in your neighborhood?

a) FIRE ALARM
b) POLICE TELEPHONE

② Why do some lampposts have an orange light (*) on them?

③ What emergency telephone numbers should you have?

④ When should you use "911" (the emergency phone number)?

⑤ How should you carry your money?

⑥ What safety tips would you give someone visiting your neighborhood?

⑦ Make a guide people could use in case of emergencies. A "what to do guide" in case of
a) FIRE
b) POISON
c) ACCIDENT

22a

SURVIVAL SKILLS/OPEN DOORS/1977

CHECK OUT YOUR LOCAL BANK

Aim: Do we need banks?

Launch: Do the exercise sheet.

You got some money for your birthday and you don't want to spend it right away. What would you do with the money?

a) dig a hole in your backyard and bury it in a can

b) ask your mother to hold the money for you

c) put it under your mattress

d) carry it around with you in your shoe

e) give it to your friend to hold

f) open up a bank account

g) give it to your teacher to hold

Where would the money be the safest?

Where would it be easiest to get when you wanted it?

Where could you get more money for your money?

You may not want to use a bank, but why do so many people use banks?

Why does the bank give you money for holding your money?

What does the bank do with all the money it gets?

How does a bank make money by handling other people's money?

Why does the storeowner go to the bank in the morning and in the afternoon?

Now re-do the exercise sheet. What changes would you make?

Follow-up:

Suppose you kept $100.00 in a bank for five years. How much money would you have at the end of the five-year period?

Interview a bank officer about the different jobs in a bank and the preparation for them.

CHECK OUT YOUR LOCAL BANK

① Where is the nearest bank to your home located?

② Describe the bank (use an illustration) of the outside and inside.

③ When is the bank open for business?

④ Are the hours convenient for the people in the community?

⑤ Who works in the bank? (List the different jobs).

⑥ Why do people use banks?

⑦ How can the bank help you?

⑧ Can you and your family live without a bank?

23a

LOAN OFFICER

Aim: How do we deal with people's demands on us?

Launch: Two well-known song lines:

a) "I'm just a girl (guy) who can't say no. I'm in a terrible fix."

b) "No, no a thousand times no. I'd rather die than say yes."

c) "It ain't necessarily so..."

Which one of the above people would make a good loan officer?

What would they be good at?

A loan officer, like anyone else, cannot be just a "no man" or a "yes man" - What is meant by this?

What qualities does a good loan officer have?

Explain why a good loan officer would have to be able to:

a) ask the right questions

b) size-up people

c) be good at figures

Even if he turns someone down, the loan officer can send the person away happy by offering a second chance. What could he suggest?

Fill out the exercise sheet.

Plan situations. What questions would you ask the teenager? the storeowner? and the family?

24

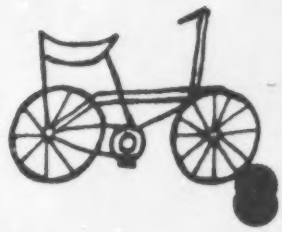
You have just been appointed

LOAN OFFICER

at your neighborhood bank. You have to decide whether the bank should lend money to the following people.
WHAT INFORMATION WOULD YOU HAVE TO KNOW BEFORE YOU MAKE THE LOAN?
(IF YOU COULD NOT GIVE THE LOAN WHAT SUGGESTIONS WOULD YOU GIVE?)

---

① A teenager wants to buy a new minibike that is on sale (until tomorrow), but he needs $75.00.



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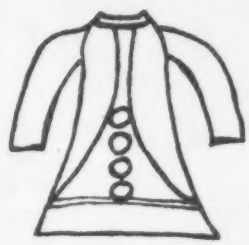
② A storeowner wants to show a new line of dresses and she needs $2,000.00.



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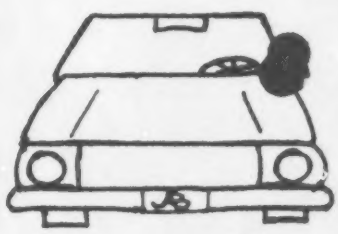
③ A family needs a new car and they want a car loan.

24a



SURVIVAL SKILLS/OPEN DOORS/1977

Open Doors 20 West 40th Street, New York, N.Y. 10018

APARTMENT FOR RENT

Aim: How do you decide on a place to live?

Motivation: Choosing an apartment or a house is one of the most important decisions a family can make. Why do we describe it this way?

or

Suppose you were free to pick the best possible place to live - money was no problem. What type of place would you choose and why?

In real life you won't have all these things - which items would you keep, as essential, which would you drop?

What would you want to know about:

a) your neighbors

b) the landlord

c) the transportation system

d) the local stores

e) the local schools

How important would these be to you?

a) what floor the apartment was on

b) how many windows, which direction they face, what they face

c) main avenue or side street

d) size of rooms

e) number and size of closets

f) number of electrical outlets

g) condition of kitchen and bathroom fixtures

Summary: Work up a checklist of items to be used in renting an apartment.

25

APARTMENT FOR RENT

Your family has to move and you have to make all the preparations. You have to find a good apartment that is reasonable. (You have no car, there are four members of your family and your total income per week is $125.00).

① What are the different ways you could find out about apartments that are for rent? (List at least three ways)

② List the things you would want to know about an apartment before you rented it.

③ What is your main concern about the apartment?

④ Make a drawing of how you would like your apartment to look. Describe what you have drawn.

25a

WHICH WAY TO THE LIBRARY

Aim: How are maps useful to us?

Launch: Plan a contest with the class for the best and most accurate map of the block the school is located on. Have the students include: the streets fire hydrants, lampposts, street signs, other buildings, stores, etc.

What trouble did you have making the map?

Who would find this map the most useful?

Explain why each of the following would find maps useful:

a) airplane pilot

b) ship's captain

c) bus driver

d) sewer inspector

e) telephone company inspector

f) real estate agent

g) politician

h) principal of the school

i) visitor to the city

j) subway rider

k) general in the army

l) weather person

m) newspaper reporter

n) Social Studies teacher

o) treasure hunter

p) President of McDonald's Corporation

q) ambulance driver

Follow-up: Make up a map of your neighborhood showing the important things in your area.

a) fire alarms and firehouses

b) police station

c) library

d) schools

e) supermarkets

f) doctor

g) dentist

See ME AND MY NEIGHBORHOOD Open Doors Publication

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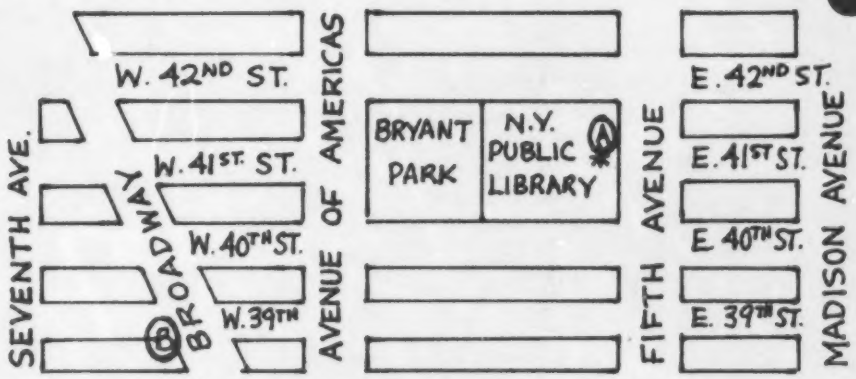
WHICH WAY TO THE LIBRARY?



READ THE MAP AND ANSWER THE QUESTIONS THAT FOLLOW

① Where is the main entrance (A) of the N.Y. Public Library located? (Be sure to include all the streets and avenues that surround it).

② How would you get from point B to the main entrance (A) of the N.Y. Public Library? Give two possible routes including all the streets you use and avenues you cross.

③ From your house explain how you would get to the N.Y. Public Library.

26a

PROBLEMS AND SOLUTIONS

Aim: Where in the city can you get help for some of your problems?

Launch: Before giving students the exercise sheet ask them to identify problems in their community. Have them tell what was or was not done about them. List four or five on the chalkboard for future reference.

1. Do the exercise
2. Have any students or families had personal experiences similar to those on the list? What happened?
3. Return to the list on the chalkboard and see if a solution can be devised by the class. What obstacles may be in the way?
4. Are there any people in your neighborhood who can help. (Assemblyman, Congressman, communit, corporation, precinct council)

Summary: "There's an answer to every problem - the hard part is finding it." Explain.

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PROBLEMS AND SOLUTIONS

MATCHING

DIRECTIONS: Match the problem in column A with its possible solution in column B.

A	B
① There is a large pothole in your street and cars are having problems because of it. PROBLEM: POTHOLE IN STREET	a) ENVIRONMENTAL PROTECTION AGENCY - DEPARTMENT OF SANITATION
② Garbage has not been collected for over one week and it is piling up. PROBLEM: GARBAGE COLLECTION	b) CON EDISON
③ A store is advertising a sale and there are no bargains. In fact the prices of the sale items are higher than usual. PROBLEM: FALSE OR MISLEADING ADVERTISING	c) NEW YORK CITY DEPARTMENT OF HEALTH
④ You are about to buy bedroom furniture and want to know which store is more reliable. PROBLEM: MERCHANT RELIABILITY	d) NEW YORK CITY POLICE DEPARTMENT
⑤ The electricity bill you received is definitely too high since you were not home for the period of the bill. PROBLEM: ELECTRICITY BILLING PROBLEM	e) ASSOCIATION OF THE BAR OF THE CITY OF NEW YOR
⑥ You have to get to another borough by public bus and subway. Where would you get bus and subway maps? PROBLEM: TRAVEL INFORMATION	f) NEW YORK CITY DEPARTMENT OF HIGHWAYS
⑦ There are some rats and rodents in an empty lot in your neighborhood. PROBLEM: UNSANITARY CONDITION	g) NEW YORK CITY DEPARTMENT OF CONSUMER AFFAIRS
⑧ You were riding your bicycle and you were hit by a car. You have to go to court and you need a lawyer. PROBLEM: LEGAL ADVICE	h) BETTER BUSINESS BUREAU
⑨ A robbery is in progress and you witness it. PROBLEM: CRIME REPORTING	i) CONSUMER FRAUDS BUREAU OF ATTORNEY GENERAL'S OFFICE
⑩ You found the food you bought was spoiled and the supermarket won't give your money back. PROBLEM: FOOD AND DRUG QUALITY	j) NEW YORK CITY TRANSIT AUTHORITY
MAKE A LIST OF SOME OTHER PROBLEMS	AND WHERE YOU CAN GET HE